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ABSTRACT

This module, which may be used as the basis for a workshop or as a special topic unit in adult basic education or English-as-a-Second-Language (ESL) courses, addresses career advancement. It is designed to provide a framework for thinking about career advancement in terms of three kinds of trajectories: education-based, vertical, and horizontal; a set of issues which class participants should think about in managing career advancement; and some ideas about self-assessment and information gathering. The module contains the following: an overview of the topic; the specific skills that the module emphasizes; and teaching points, learning activities, resources, and commercial textbooks. A sample lesson plan begins with a cover sheet with objectives (learners and context, room setup, to bring, to do ahead, media used, and steps). The lesson plan indicates time required, materials required, and teacher and student activities. Other contents include overhead transparency masters, handouts, presurvey, and postassessment. The objectives for this module are as follows: identify employment goal; analyze skills required for employment goal; identify other jobs with similar skills; locate One-Stop Career Center; research steps to reach employment goal; and prepare Plan of Action. (YLB)

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ED 416 362

LAES
Latino Adult Education Services

# Tierra de Oportunidad

## MODULE 25

## Career Advancement

**Ed Kissam and Holda Dorsey**

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**INSTRUCTIONAL AREA**
***Advancing Work And Career***

# MODULE 25
# Career Advancement

## Overview

Most immigrants to California first work in one of several "immigrant-dominated" industrial sectors -- e.g. farmwork, restaurant work, construction, gardening, housekeeping, electronics assembly, sewing -- where wages are low, working conditions are difficult, and job qualifications are primarily willingness to work hard. For almost all, a crucial and central part of their lives is to "get ahead" in their work lives.

This module provides a framework for thinking about career advancement in terms of three kinds of trajectories: education-based, vertical, and horizontal, a set of issues which class participants should think about in managing career advancement and, some ideas about self-assessment and information-gathering.

The labor market is turbulent and changing constantly, often in ways that are not easy to predict. Because the job market is continually shifting, people need the agility to repeatedly re-evaluate their strategies, their resources, and their prospects. Sometimes things will suddenly look much better. Sometimes they will suddenly look worse.

Because we live in an information-based society and economy, foundation skills in acquiring and analyzing information are the basis for career advancement. There is no single definitive guide for career advancement. To get ahead, people must constantly seek out and evaluate new information, as well as develop new skills.

Career advancement is a team effort in which the person who is planning to get ahead needs the support of others, particularly when the whole field seems chaotic, confused, and impossible. To get ahead, people will always benefit from counseling, that is, interactive and reflective dialogue, discussing ideas and options. Experienced and specialized job counselors can provide unique assistance, but people can and should also talk over their plans with informal counselors, family, friends, or co-workers.

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## Basic Skills Development

| | |
|---|---|
| *Thinking Skills:* | Assessing alternative "solutions" to the problems of career advancement; discovering innovative strategies to achieve high personal aspirations in the face of low educational attainment. |
| *Learning to Learn:* | Increasing awareness of the importance of both formal and informal learning, the value placed by employers on learning to learn skills, and the necessity of acquiring information from multiple sources. |
| *Uses resources:* | As part of career advancement, using family, friends, employers, counselors, co-workers, strangers, reference materials, specialized publications such as trade journals, on-line information, and information from electronic broadcast media. |
| *Interpersonal Skills:* | Engaging family, co-workers, and strangers in one's career advancement strategy, as informants, counselors, and teachers. |
| *Uses Information:* | Drawing conclusions about oneself from introspection and external information; weighing information from disparate sources and drawing conclusions, analyzing strategies which include both short-term objectives and long-term goals. |
| *Works With Systems:* | Describe employer's systems for screening, transferring, and promoting job applicants and employees; the California labor market; and different segments of the California educational system. |
| *Uses Technology:* | Selects the right technology, including Internet to research career opportunities. |

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## Teaching Points

**Career Trajectories and Dynamics in General**
Career paths are no longer straight or easily predictable. They always involve some degree of wandering. The key to maintaining one's sense of direction is to focus on looking carefully to understand how it all fits together and to be patient in finding one's way in this often changing landscape.

1. **The U.S. labor market in general, and the California labor market in particular, are much more complicated than they used to be.** Now, in much of the labor market there are not clear-cut well-defined occupations; instead one occupation blends fuzzily into another. This is good news since it makes it easier to move from one kind of job to another. However, it means that every employee must see what goes on around them and, also, find out what they themselves like best to do. Alertness, agility, curiosity, willingness to explore, friendliness, flexibility, willingness to work hard on the job and in learning, the willingness to help others, negotiating, collaborating, problem-solving are all key personal qualities and the foundation for career advancement. An important strategy is to transfer skills developed in one context into another (e.g. negotiating skills in child rearing to negotiating skills as a workplace supervisor).

2. **People who hope to work in one career all of their lives will find careers shifting.** Every year some jobs are being eliminated, often ones which are low-skilled, and new jobs are being created. These new fields are often called emerging occupations; they almost always present opportunities for career advancement but they are, also, highly competitive. Career knowledge requires not only knowing, in general, how to get a job, but, in order to get ahead, how to change jobs and move upward in these jobs. In many countries, there is still a tendency to talk about a career and think about old-fashioned, well-developed occupations, e.g. bookkeeper. In reality, the whole world labor market is changing.

**Education-based, Vertical, and Horizontal Career Mobility**
Continuing education, vocational skills training, or enrollment in adult education, community college, and university courses are all valuable investments in career advancement but they are not always the easiest or the best way to get ahead. One important alternative to consider is to get ahead by becoming better in the kind of work one is already doing -- vertical career mobility. Another important alternative is to get into horizontal job transfers -- from one kind of work to another, at the same company or with the same employer.

3. **Whatever steps one takes to get ahead need to be thought through carefully and analytically.** Crucial considerations include attention to the costs, in time and money, of trying to get ahead; ones own aspirations and goals; and the constraints on what one can reasonably do, while balancing work with child-raising or caring for older relatives. People are often counseled to be realistic but this often means, "Don't set your hopes too high!" People should set their hopes as high as they possibly can, but high aspirations means high levels of energy and personal commitment. Finally, each commitment, should be thought of in steps, thinking several steps ahead.

4. **If a person pays for vocational training from a trade school, they need to know: a) Will the training provide the needed skills? b) Where are the available jobs? c) Will the school be responsible for finding a job for them.?** In many popular occupations, for example, Web page design, auto repair, television production, aviation, music, and cooking, even highly skilled people may find it difficult to get a job or support themselves from one short job to another. Even if vocational training is free, at a community college or adult school, students need to know that they will get up-to-date knowledge, top-quality skills and help in landing a job. The key to competing for jobs, as one moves upward in a career, is not just to be adequately competent, but to be the most competent.

5. **Vertical advancement -- If a person decides to get ahead in the kind of work they are doing, they need to pay careful attention to the kinds of skills employers actually want, not just the official story.** For example, a person with basic computer skills, such as a data entry clerk, can move into telecommunications system design without going to college for years but only if she or he is entrepreneurial and takes every opportunity to get ahead. Being entrepreneurial may involve volunteering to work on special projects, getting to know the co-workers who can informally help one get started in their field, asking to be sent to special training and justifying that request by explaining how it will help the company.

   In many of the immigrant-dominated industries, there is a strong demand for supervisors and managers who are bilingual; have experience in the industry; communicate well; are patient and good at negotiating and problem-solving; and have demonstrated their loyalty to the employer. Career advancement in these industries usually requires that people have solid basic skills in communicating, dealing with forms, reading policies, guidelines, and instructions, and writing short reports and memos but they seldom require very extensive educational qualifications.

6. **Horizontal Advancement -- Getting ahead by moving from one kind of job to another, requires both actively seeking information and reflection on the skills one already has.** For example, if a person wants to move from restaurant work into sales, they can accomplish a great deal by analyzing carefully the kinds of skills actually needed in the sales field and reflecting the extent to which they already have those skills, such as, communication skills and persuasion. Many horizontal career movements involve intensive observation and learning.

   Sometimes getting ahead in a broad occupational area involves some horizontal movement, also. For example, a farmworker who does not want to become a labor contractor might want to move into landscape contracting if he or she is willing to build the math skills needed to estimate project costs accurately, negotiate with suppliers, and communicate well with clients, who may include individuals, businesses, and government organizations.

**Smoothing the Pathway to Career Advancement**

Career advancement does not rest simply on knowing about careers, but on applying what one knows to the ongoing challenge of advancement. Counselors need to remind adult education participants that career advancement is a marathon. Once a person decides what they want to do, they need to do it -- over a period of weeks, months, or years.

7. **People need to manage their career advancement.** For most people, the main problem is not getting started, but following through. Career advancement is really a lifelong commitment. People will need to pace themselves and choose the right time to make their moves. Usually, but not always, the right time is now. People should move forward aggressively and also take the time to reflect.

   Perhaps it will be wise to work another year to save the money to pay for top-rate training instead of taking an inferior vocational training course. Perhaps it is better to finish one's GED before starting out with a course on tax preparation but, on the other hand, maybe both courses will fit together well.

8. **Getting over the bumps in the road is an important objective.** Many adult education program participants have little experience with understanding that career advancement involves some form of learning, in a formal course setting, or in informal exchanges. Students who need to learn new skills to get ahead in their careers should not give up on learning if they do badly in one course, have to drop a course, or find the course boring. Adult education instructors have a special responsibility to explain to their students that not doing well in one set of circumstances does not mean that a person is a failure.

**Reflecting on Career-Related Aptitudes, Interests and Goals**
Most vocational interest tests are only tools to assist people in reflecting on their interests and how those interests relate to career goals and advancement. Adult program participants must learn that there is no substitute for ongoing reflection, dialogue, and problem-solving as part of getting ahead. Most of the SCANS competency areas associated with the high performance workplace are relevant to getting ahead in any career, i.e., teamwork, leadership, self-direction, knowing how to learn, understanding systems, problem-solving, skills in acquiring and analyzing information, and understanding technology.

9. **Reflection is not a luxury. Knowing what we like to do, what we do well, what we want to able to do, is an important tool for career advancement .** Career advancers should talk to experts, co-workers, family, and friends about different interests and options. People should listen actively to the feedback they get from everyone, at the same time, critically analyze each distinctive input. In companies with formal personnel policies, employees can often discuss with their supervisors, how their current skills shape up and how to increase them further, preferably in the context of talking about possible promotion.

10. **Career counselors do not know all about every occupation**. Career counselors have experience in advising people on their careers and usually a broad and better-than-average set of information resources on careers, educational requirements, skills demands, and pay. However, this information is not always complete or entirely accurate because things keep changing and each local labor market is somewhat different. Networking, that is, systematically exchanging information with a wide range of people is an important part of career advancement. Key considerations include: Who is hiring? Beyond the basic skills requirements, what are their organizational preferences? How are people expected to interact there? Experienced job developers recommend that people interested in working at a particular company or in a particular occupation get to know people who are at that company or in that field.

11. **Personal qualities count.** Immigrants' willingness to work hard is an important consideration for many employers, but willingness and ability to learn new skills is also a major consideration. Of course, any job applicant, foreign-born or U.S.-born can convey to an employer that they are willing to work hard, be flexible, to get the job done, and work enthusiastically. What is perhaps less obvious is that employers are interested in the same enthusiasm about learning new things and developing new skills. A person interested in career advancement is usually wise to say "Yes" to any new learning opportunities his or her company offers.

12. **Most adult education program participants need to reflect on their personal strengths and increase their self-esteem in order to get ahead**. Our society is hierarchical and people with more education, more money, and higher employment status are looked up to, while people with less education are looked down on. Immigrants, because of limitations in English, are often looked down

on because of the difficulties they have in communicating. None of this is right, but it cannot be ignored because adult learners need to learn to overcome these external assessments of their personal worth to build their self-esteem. In fact, unlike society in general, many employers are more interested in personal qualities, e.g. ability to work collaboratively, enthusiasm, reliability, motivation, than in educational qualifications. Adult learners need to inventory their own personal qualities, understand that, at least in the workplace, people greatly value their personal qualities and will take these into consideration in considering employees for advancement.

13. **Almost all career advancement involves trade-off between the costs of getting ahead and the rewards of getting ahead.** Class participants should be advised that they need to consider both factors in making personal decisions about career advancement. Career advancement involves a great deal of unpaid work. Adult learners should be clear about the costs and benefits of each career advancement options they are considering. If they are not clear, they will not be as well prepared to persevere when the path becomes difficult. All learning takes time, whether learning takes place in class or as part of self-directed information gathering from books, on-line information sources, or personal networking. The costs of this time are often referred to as opportunity costs. These costs do not always involve out-of-pocket dollars but they are real. Of course, at the same time, the cost of not investing in career advancement are real also. For example, a five dollar per hour raise is worth $10,000 per year. Moving from typical jobs in unskilled work into even blue collar work can easily yield this magnitude of wage increase, e.g. from six to eleven dollars per hour.

## Sample Learning Activities

** Note: Exercises 1-5 are a structured set of activities which might be used to take class participants through several weeks of classroom work. However they can, if necessary, be used in isolation, depending on available time and the class participants' interests.*

1. Ask each class participant to list one possible kind of work into which they would like to advance. In groups of four working together, analyze each job interest as to the skills required. Then attempt to identify three additional jobs for each kind of work, which involve the same sort of skills.

2. Discuss for each job cluster, what educational or certification requirements, skills, personal qualities, and experiences are required. Do class participants think they know enough to say for sure or do they think they need to find out more? If more information is needed on any of these jobs or occupations, this could be an individual or team out-of-class assignment.

3. For each job cluster, discuss whether education-based, vertical, or horizontal career advancement is needed to get there. Explore whether a strategy involving several kinds of job movement would work best.

4. For each job cluster discuss the pros and cons of the career advancer's strategy -- personal interests and abilities, skill requirements, contacts for moving forward, time and money costs, rewards in terms of personal satisfaction and earnings.

5. Based on Exercises 1-4, ask each class participant to develop a personal career advancement plan. This plan may involve doing nothing, or even quitting work to pursue personal interests. Each plan should include, at least:
   a) selected strategy, pros and cons of the strategy;
   b) preparation steps, getting additional information, talking to people, reflecting further on interests and options;
   c) implementation first steps, enrolling in training, seeking a horizontal transfer, seeking a promotion;
   d) contingency plans, what to do if the first steps run into difficulty;
   e) a rough time schedule for taking each steps;
   f) a two-column inventory of costs and benefits.
   An individual's plan may actually consist of a portfolio of several alternative plans which may be explored.

6. Involve the class in compiling information, mostly from their own knowledge, and experience about the viability of "vertical" career movement in some immigrant-dominated industries, including: farmwork, construction, the garment industry, electronics assembly, restaurant work.

* Hint 1: There may be no upward career path in some of these industries.
* Hint 2: Upward mobility will vary from company to company.
* Hint 3: Strategies can include setting up one's own small business.

   Continue the discussion by listing the kinds of new skills people need to develop to get ahead in each of these industries. Are there any commonalties that emerge in these listings?

7. Ask class participants to generate a list of what they <u>don't</u> know about jobs they think they might be interested in. How would they find out the information they need to decide about pursuing their interests?

8. Ask each class participant to generate a list of six people who could give the participant <u>different</u> perspectives on his or her aptitudes, current skills, and interests. Taken together, would advice from these people provide a person the information they need to decide on which career advancement strategy is best for them? Or, might it be necessary to talk to other people? Or, does one need to learn more about oneself? Elicit and list ideas for additional self-assessment techniques or strategies.

9. Invite a career counselor or job developer to talk to the class about emerging occupations. Ask a local representative from the Chamber of Commerce or from the California Employment Development Department to come to the class and discuss which of these emerging occupations are important in the local labor market.

10. Ask a representative from the largest company or from several companies in the local area to talk to the class about the kinds of vertical or horizontal transfer opportunities available in their company. Ask the representative to focus on the criteria they use for screening which of their employees get to have these options.

11. Ask the class to identify an occupation which is of interest to most of them. Assign as a class exercise the task of finding out which vocational training institutions train in this area. Invite representatives from each institution which provides training to talk to the class about choosing which course to enroll in. (Ideally, the institutions represented should include at least one free provider such as a community college, or adult school, one JTPA provider, and one private trade school. Ask speakers to address:
    a) pre-requisites,
    b) school success rate in placement,
    c) retention rate for placements,
    d) special demands in terms of skills and aptitudes, e.g., math, English.

12 Identify a One Stop Career Center in the area, visit the center and report about your experience to the class.

## Resources

Employment Development Department Web Page

**Commercial Textbooks**

Preparing for your Career, Self-Awareness,
Cebco Standard Publishing.

You're Hired!, Charting Your Career Path, Contemporary Books

Career Awareness, Media Materials, Inc.

Career Planning, Media Materials, Inc.

Lifeworks, The Reality Of Work And Promotion, Gregg/McGraw-Hill

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ESL For Action, Addison - Wesley
Unit IX, Looking Ahead

How to Get a Job and Keep It, Steck - Vaughn
Unit 8, Changing Your Job

Job Survival Skills, Educational Design, Inc.
Ch. 10, Initiative
Ch. 11, Goal Setting

Ready to Work, Contemporary Books
Ch. 10 Succeeding on the Job

Working in English, Contemporary Books
P. 142, Talking About a Promotion

Workskills Book 1, Prentice Hall
Unit 9, Goal Setting
Unit 10, Job Training/Continuing Education

150 Ways to Keep Your Job, J. Weston Walch
Ch. 8, Getting Promotion and Raises

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## 25. CAREER ADVANCEMENT

**OBJECTIVES**

- identify employment goal;
- analyze skills required for employment goal;
- identify other jobs with similar skills
- locate One Stop Career Center
- research steps to reach employment goal
- prepare Plan of Action

**LEARNERS & CONTEXT**

Adult students. Average ability of the group is medium. the range of ability is wide. Motivation is high. Group size is between 11 and 30. There are many learners whose English is limited.

**TO BRING**

Classified section of newspaper
Dictionary of Occupational Titles
Phone Books

**TO DO AHEAD**

Set up Internet access for students and also phone access.

**MEDIA USED**

Post-It notes, overhead, flipchart, research materials, computers, phones.

**STEPS**

Dream job
Introduction
Job clusters
List skills
Other jobs
Career center
Break
Steps
Plan of Action
Three before me
Reporting
Reflection
Closure



Holda Dorsey

# Lesson Plan: Career Advancement

| | | |
|---|---|---|
| | **Dream Job** | Teacher asks students to list the kind of job that they would like to have three years from the date. |
| *(15 min)* | *Motivation*<br>*• Establish Tie to Interests* | Students at random volunteer their answers. Teacher writes them on 3 x 5 Post-its and sticks them on the board. |
| | *Post-it Notes* | |
| | **Introduction** | Teacher states that in this lesson they will explore how to get the job they want or how to advance in their career. |
| *(10 min)* | *Information Preview*<br>*• State Objectives Informally* | Learners will:<br>Identify employment goal;<br>Analyze skills required for employment goal;<br>Identify other jobs with similar skills;<br>Locate One Stop Career Center;<br>Research steps to reach employment goal;<br>Prepare Plan of Action. |
| | *overhead* | Also learners will practice:<br>working with others;<br>using resources;<br>making decisions. |
| | **Job Clusters** | Teacher asks students to stand up and review the jobs posted on the board and form clusters of those that are similar. For example: Taxi Driver, Taxi Dispatcher, Bus Driver are similar. |
| *(15 min)* | *Information Preview*<br>*• Provide Background* | Teacher posts flip chart paper around the room for the students to start sticking the Post-its that go together. |
| | *flipchart* | |
| | **List Skills** | Teacher asks students to select the job cluster with which they want to work. Students might need to negotiate so that there are no more than four students per team. |
| *(20 min)* | *Information Acquisition*<br>*• Inquiry - Group* | As a team, students are to write the skills required for the job cluster. Students can list general and specific skills. |
| | *Research materials* | Students can use classified sections of newspapers, a copy of Dictionary of Occupational Titles and Internet to find specific skills of the jobs on their list. |

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# Lesson Plan: Career Advancement

| | | |
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| | **Other Jobs**<br><br>*(10 min)* *Practice & Feedback*<br>• *Group Practice - Indep.* | Teacher asks the work teams to analyze the skills required and see if they can think of at least four more jobs where those skills are also required. |
| | **Career Center**<br><br>*(20 min)* *Information Acquisition*<br>• *Inquiry - Group*<br><br>*mixture* | Teacher asks the work teams to use phone book, phones, Internet or other resources to locate One Stop Career Centers in the area. |
| | **Break**<br><br>*(10 min)* *Other*<br>• *Break* | Students may take a few minutes to stretch, teacher completes necessary paper work. |
| 9:40 AM | **Steps**<br><br>*(15 min)* *Practice & Feedback*<br>• *Creative Practice* | Teacher asks work teams to<br>a) organize the steps necessary to acquire the skills necessary for their job cluster.<br>b) discuss whether the steps are education, training based or vertical or horizontal career advancements.<br>c) discuss pros and cons of the steps: interest, skill requirements, time and money costs. |
| | **Plan of Action**<br><br>*(15 min)* *Practice & Feedback*<br>• *Simulation*<br><br>*print* | Teacher asks students to work preparing their individual Plan of Action. |

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# Lesson Plan: Career Advancement

**Three before me**

*(20 min)* *Practice & Feedback*
- *Peer Feedback*

Teacher asks students to evaluate each other's Plan of Action in their work team. Students need to ask three other students for feedback.

**Reporting**

*(10 min)* *Practice & Feedback*
- *Debriefing*

Teacher asks a member of each team to report the high lights of their work to the whole class.

**Reflection**

*(10 min)* *Closure*
- *Reflection*

Students reflect on what they just learned and on the process of working as a member of a team.

Students can write their reflection in their journal.

**Closure**

*(10 min)* *Closure*
- *Learner Summary*

Students restate the objectives giving an example of what they learned.
Today we:
Identified employment goal;
Analyzed skills required for employment goal;
Identified other jobs with similar skills;
Located One Stop Career Center;
Researched steps to reach employment goal;
Prepared Plan of Action.

We also practiced:
working with others;
using resources;
making decisions.

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# PLAN OF ACTION

**Name:** _____ **Date:** _____

**Employment Goal:** _____

**Skills required:** _____ _____ _____

_____ _____ _____

**Selected Strategies:**

_____

PROS: _____

CONS: _____

**First Steps:**

a) _____ c) _____

b) _____ d) _____

**Schedule:**

This week, I will: _____

This month, I will: _____

This year, I will: _____

I will complete _____ by _____

**Costs:** **Benefits:**

_____ _____

_____ _____

_____ _____

_____ _____

Reviewed by my team:

_____ _____

_____

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Date: _____

Student Name _____

Teacher Name _____

## Student Survey
## Career Advancement

**1. Please answer the following questions so that you and the instructor can have a better idea how much you already know about Career Advancement.**

| | For Each Line, Please check the box that applies to you | | |
|---|---|---|---|
| | A little | Somewhat | A lot |
| a. How much have you thought about how to advance in the world of work? | | | |
| b. How much do you know about the factors and considerations involved in job advancement? | | | |
| c. How much have you considered what kind of work you would like to do? | | | |
| d. To what extent have you thought about what skills and talents you have and how they can be used in the job market? | | | |

**2. Do you believe that you can advance in the workplace?**

Yes_____ No_____ Not sure_____

**3. Please give Juan some advice:**

Background: A good friend, John, tells you he really wants to change his work situation and get ahead or advance. He works as an assistant mechanic in a small car repair shop. It's expensive to get the license he needs to advance to the next level; and he's not sure he would be paid more even if he got it—the place he works is small and never seems to have much money. A friend said he should come work in insurance, like his friend is, and the insurance agency would train him. He doesn't know if he'd be good at it, though. He asks you for some advice.

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**a. How prepared do you feel to help Juan think of all the possibilities, steps and considerations involved in making a plan to advance his career or make a career change?**

Very prepared____ Not very prepared_____ Not prepared at all_____

**b. What sorts of things should Juan consider as he weighs the advantage of getting his license or getting trained in something else?**

- _____
- _____
- _____
- _____

**b. List some people Juan could talk to for advice about how to weigh the advantages and disadvantages of different options.**

- _____
- _____
- _____
- _____

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**4. Are you confident that you have the analytic, investigative and communication skills necessary in order to:**

| | Please check the box that applies to you | | | |
|---|---|---|---|---|
| | Not Very Confident | A Little Confident | Quite Confident | Have All the Information |
| a. Get the information you need from others concerning possible career or job advancement opportunities and ways to make use of them? | | | | |
| b. Explain to others your career interests and the skills or personal qualities you have that would make you a good candidate for a job opportunity or job advancement? | | | | |
| c. Use newspaper, magazine and other written material to inform yourself about career options or ways to get ahead? | | | | |
| d. Evaluate how useful and reliable the advice you get from professionals you consult for advice and career or job development services might be? | | | | |
| e. Weigh different options for career change or development, taking into account realistic expectations for earnings from it? | | | | |
| f. Assess whether a career is really appropriate for you, given who you are, your interests, and your goals? | | | | |

**5. What do you want to learn about strategies for career advancement and the communication, planning, and personal assessment required to get ahead?**

| I want to learn: |
|---|
| |
| |
| |

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Date: _____

Student Name _____

Teacher Name _____

# Module 25
# Career Advancement

**Instructions:** These activities are divided into two parts. For Part I. Divide the class into small groups. Each small group will choose one of the following three role plays, answer the questions posed with the situation, and present their work before the whole group. For Part II, students will answer the questions individually to provide us feedback concerning how useful the work they did on this unit was for them.

**Part I**

**Situation A: Giving a friend advice about how they can advance in the world of work.** The friend has 9 years of schooling in his home country. He (or she) also studied accounting for a year. His (or her) English skills are limited. The person now works at a restaurant chain. The role play should include advice from various relatives, friends and co-workers so that all members of the group can participate.

**1. What advice would you give this friend on how to advance the career and make more money?**

**2. What sorts of things should this friend keep in mind when weighing the advice given by the various relatives, friends and co-workers portrayed by members of your group?**

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**3. Thinking about the advice your group has given, what would be the first four steps you would take to act on these recommendations?**

a. _____

b. _____

c. _____

d. _____

**Situation B:**
**Talking to a supervisor, boss, or personnel manager about job advancement.**
Background: A good friend, Juan, tells you he really wants to change his work situation and get ahead or advance. He works as an assistant mechanic in a small car repair shop. It's expensive to get the license he needs to advance to the next level; and he's not sure he would be paid more even if he got it—the place he works is small and never seems to have much money. A friend said he should come work in insurance, like his friend is, and the insurance agency would train him. He doesn't know if he'd be good at it, though. He asks you for some advice about how he should talk to his boss or supervisor about job advancement.

**a. Draft of the dialogue between Juan and his boss, Frank.** You might want to create a couple of role plays in which the supervisor is supportive in one and discouraging in another.

Juan _____

Frank _____

Juan _____

Frank _____

Juan _____

b. **What skills or abilities to communicate, read, write, estimate, organize, plan, or figure out how to solve problems might Juan need if he changed careers to insurance training that he doesn't use so much now?**

c. **How can Juan find out if he is likely to be good at selling insurance before he leaves his current job as a mechanic?**

d. **What should he tell his boss about his possibility of getting a job selling insurance?**

**Part II.**

1. **Make a personal plan for your own career or life advancement.** Write up a plan and turn it in to the instructor and make a presentation to your class. Include an assessment of all your skills which can be used in the workplace or home or community environment.

a. **Tell us about a career, or personal development objective, you would like to accomplish.**

b. **Whom do you need to talk to in order to find out how to move forward toward your goal?**

c. **What training and/or education do you might need and where you can go for it?**

d. **What are the steps you need to take to reach your goals?**

e. **As a result of your work on this module, how prepared are you to think of all the possibilities, steps and considerations involved in making a plan to advance your career or make a change in your life?**

Very prepared ____ Not very prepared _____ Not prepared at all _____

2. **Did you benefit from your work on this module regarding any of the following?**

| ***Understanding better how to:*** | **Yes/No** | **Please comment on either:**<br>• **How you benefited; or**<br>• **Why you feel this module was not useful for you in this area** |
|---|---|---|
| a. What things to consider in deciding what work to do and how to get ahead? | | |
| b. The steps to take to advance in the world of work? | | |
| c. Get the information you need from others about possible career or job advancement opportunities and ways to make use of them? | | |
| d. Explain to others your career interests and the skills or personal qualities you have that would make you a good candidate for a job opportunity or job advancement? | | |
| e. Use newspaper, magazine and other written material to inform yourself about career options or ways to get ahead? | | |



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| | | |
|---|---|---|
| f. Evaluate how useful and reliable the advice you get from professionals you consult for advice and career or job development services might be? | | |
| g. Weigh different options for career change or development, taking into account realistic expectations for earnings from it? | | |
| h. Assess whether a career is really appropriate for you, given who you are, your interests, and your goals? | | |

**3. What further do you need to make what you've learned in this module work for you?**

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